



ITALIAN: SECOND LANGUAGE

ATAR course examination 2017

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One
Response: Listening

30% (32 Marks)

Text 1: *Un concorso di Legambiente*

Question 1

(2 marks)

Explain what Legambiente hopes young people will learn from the competition.

Description	Marks
importance of recycling	1
to combat/fight pollution	1
Total	2

Question 2

(4 marks)

Complete this summary of the *Art for the Environment* competition.

Create an artwork using only _____ ,
 such as paper, aluminium, _____ and _____ .
 Artworks must be submitted by _____ .

Description	Marks
recycled/recyclable materials	1
rubber	1
glass	1
24 April	1
Total	4

Question 3

(3 marks)

Explain how the competition winners will be recognised.

Description	Marks
they will be invited (to present their work)	1
to an international conference	1
in Berlin	1
Total	3

Text 2: *Il vero Made in Italy***Question 4****(3 marks)**

Tick (✓) the **three** statements that summarise the information provided in the first part of this announcement.

Description		Marks
	✓	
The Italian minister has announced a campaign to introduce Italy to the United States.		
The campaign is to safeguard Italian protected (so-called 'DOP') products in the United States.	✓	1
The campaign aims to promote economic growth in both countries.	✓	1
This campaign was launched at the beginning of Expo 2015.		
Expo 2015 was an opportunity to promote the excellence of <i>Made in Italy</i> food.	✓	1
Total		3

Question 5**(3 marks)**

How does Italy plan to help United States consumers identify authentic *Made in Italy* products?

Description	Marks
(through) advertising	1
and awareness campaigns	1
and a new logo	1
Total	3

Question 6**(4 marks)**

What **four** details of a product can be found on the new application?

Description	Marks
One: its characteristics/features	1
Two: its composition/ingredients/contents	1
Three: the producer/manufacturer	1
Four: where it was made/production site/origin	1
Total	4

Text 3: *Presente e futuro***Part (i)****Question 7****(1 mark)**

Why is Giorgio calling Patrizia?

Description	Marks
(to let her know) he is free/his exams are finished	1
Total	1

Question 8**(3 marks)**

What comments does Giorgio make about his study of Italian, chemistry and physics?

Italian: _____

Chemistry and physics: _____

Description	Marks	
Italian	safe/sure/secure choice	1
Chemistry and Physics	very difficult	1
	drove him crazy	1
Total		3

Part (ii)**Question 9****(2 marks)**

How did his teachers contribute to Giorgio's disastrous year?

Description	Marks
they were (sometimes) boring	1
gave him lots of homework/many assessments/tests	1
Total	2

Question 10**(2 marks)**

Why does Patrizia remember her mathematics teacher fondly?

Description	Marks
her teacher/she influenced her greatly/a lot/was influential	1
gave her advice/help	1
Total	2

Part (iii)

Question 11

(2 marks)

What is Giorgio's main concern if he is to take a gap year?

Description	Marks
it would take longer/be six years before	1
he starts earning money	1
Total	2

Question 12

(3 marks)

What has Giorgio realised by the end of the phone call?

Description	Marks
(that) the past has made him who he is	3
Total	3

Section Two

Response: Viewing and reading

30% (32 Marks)

Text 4: *Una lettera dall'Australia*

Question 13

(2 marks)

Why does Elena really like her host family?

Description	Marks
they take good care of her	1
they treat her like a daughter	1
Total	2

Question 14

(2 marks)

What did Elena's Australian neighbours invite her to do?

Description	Marks
to make tomato sauce/puree/salsa with them	1
	1
Total	2

Question 15

(2 marks)

What does Elena think is strange about the Italian contribution to Australia?

Description	Marks
things she is used to/takes for granted are new to Australia.	1
	1
Total	2

Text 5: *Viviamo all'italiana!*

Question 16

(3 marks)

List the **three** advantages of shopping at the markets in Italian piazzas.

Description	Marks
One: (you can) enjoy being in the open air	1
Two: (you can) save money/cheaper	1
Three: (you can) buy seasonal fruit and vegetables	1
Total	3

Question 17**(5 marks)**

- (a) How is an invitation to dinner described in the article? (2 marks)

Description	Marks
as a spontaneous act	1
a formal occasion is not necessary	1
Total	2

- (b) How is the ritual of the aperitif described? (3 marks)

Description	Marks
meet after work among friends	1
to have/drink an alcoholic beverage	1
served with snacks/nibbles/finger food/appetisers	1
Total	3

Question 18**(2 marks)**

What explanation do some sociologists give for the origin of Italians' use of hand gestures?

Description	Marks
used as a secret language	1
during times of foreign rule/domination/take-over/invasion	1
Total	2

Question 19**(5 marks)**

- (a) Complete the sentences below. (3 marks)

Description		Marks
In the morning, coffee is taken	standing up in a bar	1
At other times of the day, coffee is	a way of	1
	socialising/rite/custom/ritual with relatives and friends	1
Total		1

- (b) What is the common unwritten rule about the cappuccino? (2 marks)

Description	Marks
you should never drink it (a cappuccino) after midday/noon	1
(and) especially not after a meal	1
Total	2

Text 6: *I problemi giovanili***Question 20****(3 marks)**

According to the study, what do the majority of young Italians feel?

Description	Marks
lost/bewildered	1
misunderstood	1
not able to have control of/influence over/impact on their own life/lives	1
Total	3

Question 21**(3 marks)**

List the **three** reasons given in the study as to why Italian youth engage in self-destructive behaviour.

Description	Marks
One: parents' divorce	1
Two: failures/unsuccessful at school	1
Three: anxiety for not being accepted by their peers	1
Total	3

Question 22**(5 marks)**

- (a) What was the main cause of alarm for researchers from the University of Modena?

(1 mark)

Tick (✓) the correct answer.

Description	✓	Marks
The increasing spread of drugs and alcohol abuse.	✓	1
More than 500 young people suffer depression and mental illness.		
Two-thirds of Italian teenagers use drugs.		
Total		1

- (b) Explain the challenge the researchers need to resolve.

(4 marks)

Description	Marks
(understand) whether it is the drug/substance abuse	1
that causes issues/problems	1
or teenagers/adolescents use drugs to mask/escape	1
a state of disquiet/unease/bad/dark state	1
Total	4

Section Three

Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 23

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing an email in which they: <ul style="list-style-type: none"> discuss the data seen in the graph agree or disagree with data justify their opinion Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreement, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures correctly. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources - Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an email (e.g. salutation and ending, description of content), including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

Question 24

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing a speech for the class in which they: <ul style="list-style-type: none"> talk about the environmental issues highlighted in the graph describe in detail one environmental issue provide possible solution to chosen issue Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreement, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures correctly. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources – Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a speech (e.g. addressing the audience, description of content, language features to inform, to persuade etc.) including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 marks)

Question 25

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing a letter in which they: <ul style="list-style-type: none"> describe Italian lifestyle and how Italians spend the festive season. 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreement, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures correctly. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources - Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a letter (e.g. date, salutation and ending, description of content) including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

Question 26

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing the script of an interview in which they: <ul style="list-style-type: none"> explain why they chose to study Italian reflect on the place of all things Italian in their life. 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreement, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures correctly. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources - Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a script for an interview (e.g. salutation and ending, description of content, questioning). including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

Question 27

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing an article in which they: <ul style="list-style-type: none"> describe <i>Made in Italy</i> as a global brand provide opinion on the threat to the brand posed by products made cheaper in other countries. 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources - Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title/heading, description of content, language features to inform, to persuade) including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

Question 28

(20 marks)

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing a blog in which they: <ul style="list-style-type: none"> add their comments to the blog about youth unemployment give their opinion on the issue and the reasons for their view. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Linguistic resources - Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
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Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Subtotal	6
Linguistic resources - Range	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Attempts to engage the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a blog (salutation and ending, description of content) including the appropriate register to address the purpose of writing and the audience.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Subtotal	3
Total	20

ACKNOWLEDGEMENTS

- Text 2:** Questions 4–6 information from: Astarita, C. (2015). Expo 2015, how to promote Made in Italy in the US. *Panorama*. Retrieved November, 2017, from www.thisitaly-panorama.com/opinions/expo-2015-how-to-promote-made-in-italy-in-the-us/#
- Text 6:** Questions 20–22 concept from: *Giovani, droghe e problemi: le relazioni pericolose*. (2004, February 18). Retrieved August, 2017, from <http://www.swissinfo.ch/ita/giovani--droghe-e-problemi--le-relazioni-pericolose/3774934>

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